

	<p>Careers/Employability: Reference should be made to the options, roles, and potential careers in the sports industry. These might include sports coaching, teacher, journalism, management and business, injury, and rehabilitation. Learners will have the opportunity to experience different roles within sport, for example, performer, captain, coach and referee/umpire.</p>
<p>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p>QFT/SEND Provision</p>	<p>By product: different learners are asked to present outcomes in a different way via isolated situations, small sided conditioned games, full competitive situations etc..</p> <p>By resource: resources used will appeal to the range of preferred learning styles of pupils, e.g. visual, auditory or kinesthetic learners. Worksheets are clearly presented and accessible. Equipment and resources used appropriately differentiated e.g., ball size, changing distance, weights, goal size.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<p>To be able to:</p> <p><u>Fitness-Boys and Girls</u></p>
<p>Learning Outcomes (Knowledge)</p>	<ul style="list-style-type: none"> • Measuring resting heart rate and understand the importance of cardio-vascular fitness. • Accurately replicate the basic technique at each station during a circuit training session. • Understand how to make a circuit harder and the components of fitness involved in performance. • Accurately replicate a sustained running technique for 12 minutes (Copper test) • Understand the relationship between heart rate recovery and fitness level • Accurately replicate skill related fitness tests and understand the relationship between test scores and strengths as a performer. <p><u>Rugby- Girls</u></p> <ul style="list-style-type: none"> • Perform fundamental rugby handing skills and apply these in small, sided game to maintain ball possession and outwit opponents. • Develop knowledge and understanding of the basic rules of rugby. • Replicate the basic passing and receiving skills with the intention of outwitting opponents. • Understand the importance of width to attack • Develop an understanding of strategic and tactical plays in rugby to beat and outwit an opponent • Develop an understanding of how to tackle safely and to accurately replicate the correct technique for front and side tackles. • Outwit opponents using learnt skills and techniques. <p><u>Handball- Boys and Girls</u></p> <ul style="list-style-type: none"> • Accurately replicate the basic handball skills of passing and receiving and apply them to small, sided games. • Perform the basic dribbling technique with control and use this to outwit opponents. • Develop an understanding on how to outwit opponents using learnt skills and techniques • Develop an understanding on how to execute a successful short on goal and appreciate how to adjust shot selection based on opponents positioning. • Understand the need to make decisions about choice of technique and refining ideas when unsuccessful. • Accurately perform basic defensive skills i.e., tackling. • Develop an understanding on when to defend and how to stop opponents from advancing. <p><u>Football- Girls</u></p> <ul style="list-style-type: none"> • Replicate the basic dribbling movements with control and use these techniques to outwit opponents. • Replicate passes in a space with changing environments • Accurately replicate the core skills of passing and receiving • Demonstrate the ability to outwit opponents with a variety of passes in a competitive small, sided game. • Demonstrate a controlled shooting motion on a goal and develop an understanding of how to adjust shot selection. • Develop an understanding of how to outwit an opponent using core football skills whilst applying them to game situations. • Perform basic defensive skills to stop opponents from advancing.

	<ul style="list-style-type: none"> • Demonstrate an ability to outwit an opponent in a game situation using the appropriate skills and techniques. • Identify strengths and weaknesses when playing small, sided games and adapt strategies where necessary. <p><u>Badminton- Boys</u></p> <ul style="list-style-type: none"> • Demonstrate and use the correct grip • Understanding the lines on a badminton court • Perform the underarm clear with control and coordination and use this to outwit an opponent • Perform the overhead clear and drop shot with control and fluency and use this to outwit an opponent. • Understand the importance of movement on the court • Accurately replicate a serving technique. • Outwit an opponent in a game situation using the appropriate skills and techniques. <p><u>Dance- Boys and Girls</u></p> <ul style="list-style-type: none"> • To be able to perform basic jumps, spins and movements in dance. • To be able to build a routine with creativity and fluency. <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	Pupils will build upon the skills developed when these sports are revisited in Year 8 where learners develop the techniques with more consistency. Pupils will be able to use the skills developed in these sports in the future lessons in the spring and summer term.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.